

## South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the US Constitution, the US Bill of Rights and subsequent amendments.	
<b>Grade Level/Band Standard:</b>	9-12.C.2.2 Critique the claims and evidence offered in the Declaration of Independence, justifying the independence of the American colonies.	
<b>Student Friendly Language:</b>	I can evaluate the claims made in the Declaration of Independence to justify independence from England.	
<b><i>What prior knowledge do students need to have to be successful on this standard?</i></b>		
<ul style="list-style-type: none"><li>Events in British history that impacted the origins of the United States government.</li></ul>		
<b><i>Students Will Know (Factual Knowledge)....</i></b>	<b><i>Students will Understand (Historical Inquiry)....</i></b>	<b><i>Students Will be Able to Do (Performance Based)</i></b>
<ul style="list-style-type: none"><li>Why the colonists declared independence from England.</li><li>Claims and evidence used in the Declaration of Independence.</li></ul>	<ul style="list-style-type: none"><li>The Declaration of Independence makes several claims rationalizing the need for American independence.</li><li>Multiple claims of varying legitimacy formed the basis for the Declaration of Independence.</li></ul>	<ul style="list-style-type: none"><li>Identify the claims and evidence presented in the context of the Declaration of Independence.</li><li>Evaluate the claims made within the Declaration of Independence for legitimacy.</li></ul>
<b><i>Vocabulary (Key Terms Used by Teachers and Students)</i></b>	<b><i>What are possible misconceptions students may have with respect to this standard?</i></b>	
<ul style="list-style-type: none"><li>Grievances</li><li>Declaration</li><li>Sovereignty</li></ul>	<ul style="list-style-type: none"><li>A misconception is that the Declaration of Independence was the final act that created the U.S. that was unanimously supported by the colonists.</li></ul>	
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
N/A	<ul style="list-style-type: none"><li>N/A</li></ul>	

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<b>Vertical Alignment</b>		
<b>Previous Learning Connections</b> <ul style="list-style-type: none"> <li>8.H.4.2 Explain how the Declaration of Independence influenced the colonies.</li> </ul>	<b>Current Learning Connections</b> <ul style="list-style-type: none"> <li>Examine the evidence and reasons behind the colonists declaring independence.</li> <li>Draw connections to novels or readings that are being addressed in other courses.</li> <li>High school U.S. History class.</li> </ul>	<b>Future Learning Connections</b> <ul style="list-style-type: none"> <li>Real-life Application.</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<p><b>Constructing Compelling Questions:</b></p> <ul style="list-style-type: none"> <li>D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> </ul> <p><b>Constructing Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> </ul> <p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul> <p><b>Developing Claims and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul>		
<b>Example strategies to reach depth and intention of the standard</b>		
<ul style="list-style-type: none"> <li>Annotate and explain the Declaration of Independence in their own words.</li> <li>Write a modern Declaration in their own words.</li> <li>Ranking of the colonists' grievances within the Declaration.</li> </ul>		
<b>Possible Civic Engagement Activities</b>		

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These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.	
Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"><li>• Write an article for the school newspaper</li><li>• Initiate an informed conversation</li><li>• Create a class position statement</li></ul>	<ul style="list-style-type: none"><li>• All three of the activities on the left, will let students take a deeper dive into history and be able to evaluate the claims made in the Declaration of Independence to justify our independence from England.</li></ul> <p>*Check out the Civic Engagement Activities Appendix for more activity ideas.</p>